



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Farwell Elementary School

SAU: Lewiston School Department

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2012-2013 NCLB Report Card



School: Farwell Elementary School
SAU: Lewiston School Department
Grade: 03



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	54	50	93	64	57	70	10	54	26	10	44	6	0
	2011-2012	54	53	98	68	58	72	13	55	23	9	52	1	0
Female	2010-2011	35	34	97	59	54	74	12	47	29	12			
	2011-2012	22	22	100	77	63	77	23	55	23	<1			
Male	2010-2011	19	16	84	75	61	66	6	69	19	6			
	2011-2012	32	31	97	61	53	68	6	55	23	16			
Caucasian/White	2010-2011	43	41	95	68	72	71	12	56	27	5			
	2011-2012	43	43	100	67	66	73	12	56	21	12			
African American/Black	2010-2011	11	9	82		24	43							
	2011-2012	8	7	88		35	47							
Hispanic	2010-2011	0	0			55	60							
	2011-2012	2	2	100		64	65							
Asian or Pacific Islander	2010-2011	0	0				69							
	2011-2012	0	0				77							
American Indian or Native Alaskan	2010-2011	0	0				67							
	2011-2012	1	1	100			65							
Economically Disadvantaged	2010-2011	41	38	93	58	46	58	5	53	29	13			
	2011-2012	40	39	98	67	48	62	10	56	21	13			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	25	22	88	27	32	34	<1	27	50	23			
	2011-2012	9	8	89		26	36							
Limited English Proficient	2010-2011	4	3	75		21	39							
	2011-2012	2	1	50		25	47							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2012-2013 NCLB Report Card



School: Farwell Elementary School
SAU: Lewiston School Department
Grade: 04



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	42	41	98	63	59	67	22	41	32	5	41	0	0
	2011-2012	46	44	96	68	58	71	14	55	23	9	38	6	0
Female	2010-2011	25	25	100	60	62	72	16	44	36	4			
	2011-2012	29	29	100	69	61	75	17	52	21	10			
Male	2010-2011	17	16	94	69	56	63	31	38	25	6			
	2011-2012	17	15	88	67	56	67	7	60	27	7			
Caucasian/White	2010-2011	34	33	97	70	68	68	27	42	27	3			
	2011-2012	36	35	97	71	73	72	17	54	23	6			
African American/Black	2010-2011	4	4	100		31	40							
	2011-2012	9	8	89		25	42							
Hispanic	2010-2011	1	1	100			54							
	2011-2012	0	0			73	60							
Asian or Pacific Islander	2010-2011	1	1	100			67							
	2011-2012	0	0				76							
American Indian or Native Alaskan	2010-2011	1	1	100			62							
	2011-2012	0	0				57							
Economically Disadvantaged	2010-2011	26	25	96	60	51	56	24	36	32	8			
	2011-2012	36	35	97	63	49	60	6	57	26	11			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	7	7	100		30	29							
	2011-2012	22	20	91	40	34	35	<1	40	40	20			
Limited English Proficient	2010-2011	3	3	100		24	43							
	2011-2012	2	2	100		22	40							

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2012-2013 NCLB Report Card



School: Farwell Elementary School
SAU: Lewiston School Department
Grade: 05



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	54	54	100	74	62	70	33	41	19	7	49	5	0
	2011-2012	40	40	100	68	50	68	13	55	23	10	38	2	0
Female	2010-2011	26	26	100	77	64	75	42	35	19	4			
	2011-2012	22	22	100	73	56	74	9	64	18	9			
Male	2010-2011	28	28	100	71	60	66	25	46	18	11			
	2011-2012	18	18	100	61	44	63	17	44	28	11			
Caucasian/White	2010-2011	42	42	100	76	72	71	36	40	17	7			
	2011-2012	35	35	100	66	60	69	14	51	23	11			
African American/Black	2010-2011	10	10	100	60	30	48	20	40	30	10			
	2011-2012	2	2	100		20	42							
Hispanic	2010-2011	1	1	100			65							
	2011-2012	1	1	100			60							
Asian or Pacific Islander	2010-2011	1	1	100			68							
	2011-2012	1	1	100			75							
American Indian or Native Alaskan	2010-2011	0	0				65							
	2011-2012	0	0				48							
Economically Disadvantaged	2010-2011	35	35	100	66	51	60	26	40	23	11			
	2011-2012	28	28	100	71	41	57	4	68	18	11			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	13	13	100	46	39	34	<1	46	31	23			
	2011-2012	7	7	100		20	30							
Limited English Proficient	2010-2011	4	4	100		20	46							
	2011-2012	2	2	100		10	44							

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2012-2013 NCLB Report Card



School: Farwell Elementary School
SAU: Lewiston School Department
Grade: 06



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	57	57	100	75	59	72	16	60	19	5	57	0	0
	2011-2012	51	51	100	80	62	72	31	49	10	10	45	6	0
Female	2010-2011	29	29	100	76	65	76	21	55	17	7			
	2011-2012	25	25	100	80	65	78	36	44	8	12			
Male	2010-2011	28	28	100	75	54	68	11	64	21	4			
	2011-2012	26	26	100	81	59	67	27	54	12	8			
Caucasian/White	2010-2011	46	46	100	72	67	73	15	57	22	7			
	2011-2012	42	42	100	83	75	73	31	52	10	7			
African American/Black	2010-2011	7	7	100		32	52							
	2011-2012	6	6	100		27	48							
Hispanic	2010-2011	1	1	100		80	67							
	2011-2012	2	2	100		40	66							
Asian or Pacific Islander	2010-2011	1	1	100			67							
	2011-2012	0	0				75							
American Indian or Native Alaskan	2010-2011	2	2	100			65							
	2011-2012	1	1	100			62							
Economically Disadvantaged	2010-2011	33	33	100	61	46	60	6	55	30	9			
	2011-2012	34	34	100	74	48	61	24	50	12	15			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	10	10	100	30	31	33	<1	30	50	20			
	2011-2012	15	15	100	60	40	34	13	47	20	20			
Limited English Proficient	2010-2011	1	1	100		22	46							
	2011-2012	4	4	100		17	45							

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2012-2013 NCLB Report Card



School: Farwell Elementary School
SAU: Lewiston School Department
Grade: 03



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	54	50	93	58	49	61	10	48	28	14	44	6
	2011-2012	54	53	98	58	53	64	17	42	21	21	52	1
Female	2010-2011	35	34	97	47	44	59	9	38	32	21		
	2011-2012	22	22	100	73	55	63	23	50	5	23		
Male	2010-2011	19	16	84	81	54	64	13	69	19	<1		
	2011-2012	32	31	97	48	51	65	13	35	32	19		
Caucasian/White	2010-2011	43	41	95	63	67	63	12	51	24	12		
	2011-2012	43	43	100	63	65	65	19	44	19	19		
African American/Black	2010-2011	11	9	82		12	30						
	2011-2012	8	7	88		26	38						
Hispanic	2010-2011	0	0			45	49						
	2011-2012	2	2	100		29	50						
Asian or Pacific Islander	2010-2011	0	0				64						
	2011-2012	0	0				70						
American Indian or Native Alaskan	2010-2011	0	0				59						
	2011-2012	1	1	100			54						
Economically Disadvantaged	2010-2011	41	38	93	53	36	49	5	47	32	16		
	2011-2012	40	39	98	51	42	52	13	38	23	26		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	25	22	88	27	38	35	5	23	41	32		
	2011-2012	9	8	89		25	35						
Limited English Proficient	2010-2011	4	3	75		10	29						
	2011-2012	2	1	50		15	36						

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2012-2013 NCLB Report Card



School: Farwell Elementary School
SAU: Lewiston School Department
Grade: 04



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	42	40	95	83	57	60	28	55	13	5	40	0
	2011-2012	46	44	96	73	55	66	18	55	14	14	38	6
Female	2010-2011	25	25	100	80	55	60	20	60	12	8		
	2011-2012	29	29	100	66	49	65	21	45	17	17		
Male	2010-2011	17	15	88	87	59	61	40	47	13	<1		
	2011-2012	17	15	88	87	60	67	13	73	7	7		
Caucasian/White	2010-2011	34	33	97	79	68	61	33	45	15	6		
	2011-2012	36	35	97	80	73	67	23	57	9	11		
African American/Black	2010-2011	4	3	75		26	31						
	2011-2012	9	8	89		17	31						
Hispanic	2010-2011	1	1	100			48						
	2011-2012	0	0			45	52						
Asian or Pacific Islander	2010-2011	1	1	100			64						
	2011-2012	0	0				71						
American Indian or Native Alaskan	2010-2011	1	1	100			56						
	2011-2012	0	0				57						
Economically Disadvantaged	2010-2011	26	24	92	71	47	48	25	46	21	8		
	2011-2012	36	35	97	71	45	54	14	57	14	14		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	7	6	86		34	31						
	2011-2012	22	20	91	45	42	37	<1	45	25	30		
Limited English Proficient	2010-2011	3	3	100		18	35						
	2011-2012	2	2	100		7	33						

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2012-2013 NCLB Report Card



School: Farwell Elementary School
SAU: Lewiston School Department
Grade: 05



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	54	54	100	69	46	61	24	44	13	19	49	5
	2011-2012	40	40	100	70	49	64	18	53	18	13	38	2
Female	2010-2011	26	26	100	58	43	61	23	35	15	27		
	2011-2012	22	22	100	64	47	65	14	50	18	18		
Male	2010-2011	28	28	100	79	49	61	25	54	11	11		
	2011-2012	18	18	100	78	50	64	22	56	17	6		
Caucasian/White	2010-2011	42	42	100	74	57	62	29	45	10	17		
	2011-2012	35	35	100	69	59	65	20	49	17	14		
African American/Black	2010-2011	10	10	100	40	17	32	10	30	30	30		
	2011-2012	2	2	100		23	35						
Hispanic	2010-2011	1	1	100			48						
	2011-2012	1	1	100			50						
Asian or Pacific Islander	2010-2011	1	1	100			59						
	2011-2012	1	1	100			70						
American Indian or Native Alaskan	2010-2011	0	0				60						
	2011-2012	0	0				55						
Economically Disadvantaged	2010-2011	35	35	100	66	38	47	17	49	14	20		
	2011-2012	28	28	100	64	39	51	11	54	21	14		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	13	13	100	54	34	30	8	46	15	31		
	2011-2012	7	7	100		27	30						
Limited English Proficient	2010-2011	4	4	100		10	34						
	2011-2012	2	2	100		13	39						

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2012-2013 NCLB Report Card



School: Farwell Elementary School
SAU: Lewiston School Department
Grade: 06



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	57	57	100	58	50	64	14	44	23	19	57	0
	2011-2012	51	51	100	69	53	64	31	37	14	18	45	6
Female	2010-2011	29	29	100	59	51	63	10	48	24	17		
	2011-2012	25	25	100	64	51	64	28	36	12	24		
Male	2010-2011	28	28	100	57	50	64	18	39	21	21		
	2011-2012	26	26	100	73	55	64	35	38	15	12		
Caucasian/White	2010-2011	46	46	100	52	59	65	11	41	28	20		
	2011-2012	42	42	100	74	67	66	36	38	12	14		
African American/Black	2010-2011	7	7	100		21	36						
	2011-2012	6	6	100		17	35						
Hispanic	2010-2011	1	1	100		70	57						
	2011-2012	2	2	100		30	51						
Asian or Pacific Islander	2010-2011	1	1	100			66						
	2011-2012	0	0				74						
American Indian or Native Alaskan	2010-2011	2	2	100			60						
	2011-2012	1	1	100			52						
Economically Disadvantaged	2010-2011	33	33	100	48	40	50	9	39	21	30		
	2011-2012	34	34	100	62	41	51	21	41	15	24		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	10	10	100	30	37	28	<1	30	10	60		
	2011-2012	15	15	100	47	38	29	20	27	20	33		
Limited English Proficient	2010-2011	1	1	100		14	39						
	2011-2012	4	4	100		13	37						

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2012-2013 NCLB Report Card



School: Farwell Elementary School
SAU: Lewiston School Department
Grade: 05



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	53	53	100	70	48	64	6	64	15	15	48	5
	2011-2012	43	43	100	53	38	62	7	47	35	12	40	3
Female	2010-2011	26	26	100	62	47	64	8	54	19	19		
	2011-2012	23	23	100	35	36	61	<1	35	52	13		
Male	2010-2011	27	27	100	78	48	65	4	74	11	11		
	2011-2012	20	20	100	75	39	63	15	60	15	10		
Caucasian/White	2010-2011	41	41	100	73	60	66	5	68	17	10		
	2011-2012	38	38	100	53	46	64	8	45	37	11		
African American/Black	2010-2011	9	9	100		15	32						
	2011-2012	2	2	100		16	32						
Hispanic	2010-2011	2	2	100		40	50						
	2011-2012	1	1	100			53						
Asian or Pacific Islander	2010-2011	0	0				68						
	2011-2012	1	1	100			62						
American Indian or Native Alaskan	2010-2011	1	1	100			58						
	2011-2012	0	0				49						
Economically Disadvantaged	2010-2011	34	34	100	65	36	53	3	62	18	18		
	2011-2012	30	30	100	47	30	51	3	43	40	13		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	12	12	100	50	37	36	<1	50	17	33		
	2011-2012	9	9	100		18	32						
Limited English Proficient	2010-2011	5	5	100		9	36						
	2011-2012	2	2	100		10	33						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Farwell Elementary School
SAU: Lewiston School Department
Grade: 3-8



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 99 M: 99	E: 99 M: 99	71	E: 55 M: 60	E: 70 M: 73	100	E: 99 M: 100	E: 99 M: 99	65	E: 52 M: 47	E: 65 M: 62	96	95	95
Caucasian/White	100	E: 99 M: 100	E: 100 M: 99	71	E: 65 M: 70	E: 71 M: 74	100	E: 100 M: 100	E: 99 M: 99	66	E: 65 M: 58	E: 66 M: 63			
African American/Black	*	E: 98 M: 96	E: 99 M: 98	67	E: 28 M: 31	E: 44 M: 51	*	E: 99 M: 99	E: 99 M: 99	57	E: 23 M: 16	E: 35 M: 34			
Hispanic	*	E: * M: *	E: 98 M: 99	*	E: 63 M: 57	E: 61 M: 68	*	E: * M: *	E: 99 M: 99	*	E: 38 M: 43	E: 52 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 70 M: 70			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 58 M: 65	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 59 M: 50			
Economically Disadvantaged	100	E: 99 M: 98	E: 99 M: 99	65	E: 46 M: 49	E: 60 M: 62	100	E: 99 M: 99	E: 99 M: 99	59	E: 41 M: 37	E: 52 M: 48			
Students with Disabilities	100	E: 96 M: 98	E: 98 M: 98	41	E: 28 M: 33	E: 34 M: 34	100	E: 98 M: 98	E: 98 M: 98	39	E: 34 M: 29	E: 34 M: 26			
Limited English Proficient	*	E: 99 M: 96	E: 98 M: 98	*	E: 20 M: 24	E: 44 M: 49	*	E: 100 M: 99	E: 100 M: 99	*	E: 12 M: 10	E: 37 M: 36			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2012-2013 NCLB Report Card



School: Farwell Elementary School
SAU: Lewiston School Department



Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	15	5	9	0	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.